
South Dakota Alternate Academic Content and Achievement Standards

Reading Summary



Board Approved
November 19, 2007

Special Education Programs Mission Statement

Special Education Programs located in the South Dakota Department of Education advocates for the availability of the full range of personnel, programming, and placement options, including early intervention and transition services, required to assure that all individuals with disabilities are able to achieve maximum independence upon exiting from school.

KINDERGARTEN READING ALTERNATE CONTENT STANDARDS

Indicator 1: Students can recognize and analyze words.

General Education Standards	Alternate Content Standards
K.R.1.1. (Application) Identify and manipulate phonemes and words in spoken language.	K.A.R.1.1. (Knowledge) Identify phonemes in isolation.
K.R.1.2. (Application) Match letters and sounds and use them in decoding and making C-V-C words.	K.A.R.1.2. (Knowledge) Match 10 letters to a corresponding sound/representation.
K.R.1.3. (Application) Comprehend and use vocabulary from text read aloud.	K.A.R.1.3. (Knowledge) Match CVC words to representations from presented text.

Indicator 2: Students can comprehend and fluently read text.

General Education Standards	Alternate Content Standards
K.R.2.1. (Application) Comprehend and respond to text read aloud.	K.A.R.2.1. (Application) Respond to text read aloud.
K.R.2.2. (Knowledge) Identify all upper-case and lower-case letters and matching sounds with automaticity.	K.A.R.2.2. (Knowledge) Match eight upper to lower case letters.
K.R.2.3. (Knowledge) Read sight words and high-frequency words with automaticity.	K.A.R.2.3. (Knowledge) Locate signs/labels in their environment.

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

General Education Standards	Alternate Content Standards
K.R.3.1. (Knowledge) Identify concepts of print in text.	K.A.R.3.1. (Knowledge) Track left to right progression.
K.R.3.2. (Application) Tell what authors and illustrators do.	K.A.R.3.2. (Knowledge) Imitate the work of authors or illustrators.
K.R.3.3. (Application) Distinguish fiction from nonfiction.	K.A.R.3.3. (Comprehension) Distinguish between “make-believe” and “real” in everyday experiences.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

General Education Standards	Alternate Content Standards
K.R.4.1. (Comprehension) Recognize that literature from various cultures shows differences.	K.A.R.4.1. (Knowledge) Match objects/representations of various cultures.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

General Education Standards	Alternate Content Standards
K.R.5.1. (Knowledge) Locate informational text at school.	K.A.R.5.1. (Knowledge) Identify representations of familiar objects/surroundings from home or school environment.
K.R.5.2. (Knowledge) Alphabetize letters.	K.A.R.5.2. (Knowledge) Match a sequence of five letters in alphabetical order.

South Dakota Kindergarten Reading Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none">• Identify phonemes in language.• Match 26 letters to corresponding sound/representation.• Select appropriate word to complete sentence from presented text.• Follow along with text read aloud.• Match 13 upper to lower case letters.• Identify signs/labels in their environment.• Track left to right and top to bottom progression with representational cues.• Share stories or illustrations with others.• Distinguish between “make-believe” and “real” in everyday experiences or stories.• Recognize similarities or differences in cultural text.• Classify representations of familiar objects/surroundings from home or school environment.• Complete a sequence of five letters of the alphabet.
Applying	<ul style="list-style-type: none">• Identify phonemes in isolation.• Match 10 letters to corresponding sound/representation.• Match CVC words to representations from presented text.• Respond to text read aloud.• Match eight upper to lower case letters.• Locate signs/labels in their environment.• Track left to right progression.• Imitate the work of authors or illustrators.• Distinguish between “make-believe” and “real” in everyday experiences.• Match objects/representations of various cultures.• Identify representations of familiar objects/surroundings from home or school environment.• Match a sequence of five letters in alphabetical order.
Developing	<ul style="list-style-type: none">• Match a picture/object to an associated letter sound/representation.• Match uppercase letters.

	<ul style="list-style-type: none"> • Match representations from presented text. • Demonstrate attention to text read aloud. • Match upper case letters. • Match signs/labels. • Manipulate a book from front to back. • Demonstrate writing movements. • Imitate real-life experiences through make-believe play. • Participate in various stories, poems, or songs from different cultures. • Respond to representations of familiar objects/surroundings from home or school environment. • Participate in alphabet sequencing.
Introducing	<ul style="list-style-type: none"> • Attend/respond to a sound/tactile representation. • Attend/respond to a representation of a named letter. • Attend/respond to representations related to presented text. • Explore reading materials. • Respond to a representation of a named letter. • Respond to signs/labels in daily routine. • Identify a book. • Grasp a writing utensil. • Explore objects of real-life-experiences. • Attend/respond to various stories, poems, or songs from other cultures. • Explore representations of familiar objects/surroundings from home or school environment. • Attend/respond to the alphabet.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate knowledge and skills once in one setting with support.

1ST GRADE READING ALTERNATE CONTENT STANDARDS

Indicator 1: Students can recognize and analyze words.

General Education Standards	Alternate Content Standards
1.R.1.1. (Application) Decode words using short vowel sounds	1.A.R.1.1. (Knowledge) Match 26 letters to corresponding sounds/representations.
1.R.1.2. (Application) Read text by decoding word parts.	1.A.R.1.2. (Knowledge) Identify letter sounds/representations within words.
1.R.1.3. (Synthesis) Blend sounds of words to read text.	1.A.R.1.3. (Comprehension) Distinguish sounds/representations and patterns.
1.R.1.4. (Analysis) Separate two part words orally and in text.	1.A.R.1.4. (Application) Combine two words to make a compound word with representational cues.
1.R.1.5. (Knowledge) Identify root words and their inflectional forms in text.	1.A.R.1.5. (Knowledge) Identify a representation that shows more than one. (plural)
1.R.1.6. (Comprehension) Interpret vocabulary when reading independently.	1.A.R.1.6. (Knowledge) Identify a representation that matches a word in text.
1.R.1.7. (Application) Read high-frequency words in text.	1.A.R.1.7. (Knowledge) Identify signs/labels in their environment.

Indicator 2: Students can comprehend and fluently read text.

General Education Standards	Alternate Content Standards
1.R.2.1. (Application) Comprehend text by applying reading strategies.	1.A.R.2.1. (Application) Sequence two or three events using representation from presented text.
1.R.2.2. (Application) Utilize comprehension strategies.	1.A.R.2.2. (Application) Respond to comprehension questions involving who from presented text.
1.R.2.3. (Comprehension) Read fluently to comprehend text.	1.A.R.2.3. (Comprehension) Read repetitive phrases with representational cues.

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

General Education Standards	Alternate Content Standards
1.R.3.1. (Knowledge) Identify major literary elements in text.	1.A.R.3.1. (Knowledge) Match character from text to appropriate setting.
1.R.3.2. (Analysis) Identify similarities and differences in text written by the same author.	1.A.R.3.2. (Knowledge) Identify representations/objects from text that are similar or different.
1.R.3.3. (Analysis) Identify the differences between genres including fiction, nonfiction, and poetry.	1.A.R.3.3. (Comprehension) Distinguish between “make-believe” and “real” in text.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

General Education Standards	Alternate Content Standards
1.R.4.1. (Analysis) Compare text from different cultures as read aloud by teacher.	1.A.R.4.1. (Knowledge) Match representations/ objects from various legends, celebrations, and traditions.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

General Education Standards	Alternate Content Standards
1.R.5.1. (Application) Locate and utilize a table of contents.	1.A.R.5.1. (Knowledge) Identify a table of contents.
1.R.5.2. (Analysis) Alphabetize words to the first letter.	1.A.R.5.2. (Application) Complete a sequence of five or more letters.

South Dakota First Grade Reading Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none"> • Identify short vowel sounds/representations in isolation. • Identify initial consonant sounds/representations. • Manipulate initial consonants to create C-V-C words. • Separate a compound word into two parts. • Add -s to a word or representation to show more than one. • Select appropriate word to complete sentence from presented text. • Read 10 or more functional words. • Describe the ending of the text. • Respond to comprehension questions involving who and what from presented text. • Read familiar text with representational cues. • Sequence from beginning to end using representational cues. • Sort and classify objects/representations from text based on similarities or differences. • Distinguish between “make-believe” and “real” in a variety of texts. • Recognize similarities and differences in cultural legends, celebrations, and traditions. • Locate a table of contents in text. • Alphabetize letters.
Applying	<ul style="list-style-type: none"> • Match 26 letters to corresponding sounds/representations. • Identify letter sounds/representations within words. • Distinguish sounds/representations and patterns. • Combine two words to make a compound word with representational cues. • Identify a representation that shows more than one. (plural) • Identify a representation that matches a word in text.

	<ul style="list-style-type: none"> • Identify signs/labels in their environment. • Sequence two or three events using representation from presented text. • Respond to comprehension questions involving who from presented text. • Read repetitive phrases with representational cues. • Match character from text to appropriate setting. • Identify representations/objects from text that are similar or different. • Distinguish between “make-believe” and “real” in text. • Match representations/objects from various legends, celebrations, and traditions. • Identify a table of contents. • Complete a sequence of five or more letters.
Developing	<ul style="list-style-type: none"> • Match 13 letters to corresponding sounds/representations. • Match letters to make words. • Imitate patterns with words. • Match two word cards to make a compound word with representational cues. • Match pictures/representations to show one or more than one. • Match picture/representation to word. • Match signs and labels. • Sequence familiar events. • Identify the main character from presented text from representational cues. • Imitate a repetitive phrase. • Match character to character or setting to setting. • Match a representation/object from text to a real object. • Role play real life experiences. • Participate in cultural legends, celebrations, and traditions. • Match examples of different table of contents. • Participate in sequencing letters.
Introducing	<ul style="list-style-type: none"> • Attend/respond to a representation of a named letter. • Attend/respond to words in their environment. • Attend/respond to simple rhymes. • Attend/respond to functional compound words with representational cues. • Attend/respond to the representational cue that shows more than one. • Attend/respond to objects/representations that match the text. • Attend/respond to signs and labels in daily routine. • Attend/respond to text. • Attend/respond to a story. • Attend/respond to repetitive text. • Attend/respond to the character in the story. • Grasp a familiar object. • Manipulate objects of real-life experiences. • Attend/respond to various cultural legends, celebrations, and traditions. • Attend / respond to a text with a table of contents. • Attend/respond to the alphabet.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate knowledge and skills once in one setting with support.

2ND GRADE READING ALTERNATE CONTENT STANDARDS

Indicator 1: Students can recognize and analyze words.

General Education Standards	Alternate Content Standards
2.R.1.1. (Analysis) Decode to read and recognize words.	2.A.R.1.1. (Analysis) Identify letters, sounds, and patterns in words.
2.R.1.2. (Knowledge) Read simple contractions and identify the two words which are combined in text.	2.A.R.1.2. (Knowledge) Identify simple contractions.

Indicator 2: Students can comprehend and fluently read text.

General Education Standards	Alternate Content Standards
2.R.2.1. (Application) Apply strategies to read and comprehend text.	2.A.R.2.1. (Application) Use strategies to comprehend text when prompted.
2.R.2.2. (Comprehension) Read aloud fluently to comprehend text.	2.A.R.2.2. (Comprehension) Fluently read repetitive representations, words, and phrases.

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

General Education Standards	Alternate Content Standards
2.R.3.1. (Analysis) Recognize different genres of literature.	2.A.R.3.1. (Knowledge) Match representations/objects from fairy tales or folk tales.
2.R.3.2. (Analysis) Identify the literary elements of character, setting, plot, and theme in literature.	2.A.R.3.2. (Knowledge) Match the setting or topic of a story.
2.R.3.3. (Application) Identify rhyme, rhythm, alliteration, and a simple pattern in poetry.	2.A.R.3.3. (Knowledge) Imitate the rhythmic pattern in poetry.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

General Education Standards	Alternate Content Standards
2.R.4.1. (Analysis) Compare and contrast different versions of literature from different cultures.	2.A.R.4.1. (Knowledge) Match representations/objects from various versions of the same story.
2.R.4.2. (Analysis) Compare and contrast different stories from various time periods.	2.A.R.4.2. (Knowledge) Match representations/objects from stories from various time periods.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

General Education Standards	Alternate Content Standards
2.R.5.1. (Application) Identify and utilize text features to comprehend informational texts.	2.A.R.5.1. (Knowledge) Locate the table of contents.
2.R.5.2. (Application) Apply alphabetical order to the second letter when using dictionaries and encyclopedias.	2.A.R.5.2. (Comprehension) Sequence the letters of the alphabet.

South Dakota Second Grade Reading Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none"> • Decode words using short vowel sounds. • Identify simple contractions and match the two words to the contraction. • Use strategies to read and comprehend text when prompted. • Read repetitive text fluently to comprehend. • Recognize the characteristics of fairy tales or folk tales. • Identify the setting or topic of a story. • Identify and copy rhyming words in a poem. • Recognize similarities or differences in versions of the same story. • Recognize similarities or differences in stories from various time periods. • Utilize the table of contents to locate page numbers. • Alphabetize three words to the first letter.
Applying	<ul style="list-style-type: none"> • Identify letters, sounds, and patterns in words. • Identify simple contractions. • Use strategies to comprehend text when prompted. • Fluently read repetitive representations, words, and phrases. • Match representations/objects from fairy tales or folk tales. • Match the setting or topics of a story. • Imitate the rhythmic pattern in poetry. • Match representations/objects from various versions of the same story. • Match representations/objects from stories from various time periods. • Locate the table of contents. • Sequence the letters of the alphabet.
Developing	<ul style="list-style-type: none"> • Match sound to picture. • Match a contraction to a contraction. • Comprehend and respond to presented text. • Read repetitive phrases with representations. • Participate in fairy tales or folk tales activities. • Participate in stories of various themes or settings. • Participate in various rhythmic patterns in poetry. • Participate in various versions of the same story. • Participate in stories from various time periods.

	<ul style="list-style-type: none"> • Indicate the table of contents. • Match a sequence of five or more letters.
Introducing	<ul style="list-style-type: none"> • Respond to a sound/phonemes/sound pattern in words and phrases. • Attend to text with contractions. • Attend to presented text. • Attend/respond to text read fluently. • Attend/respond to various folk tales or fairy tales. • Attend/respond to stories of various themes of settings. • Attend/respond to poetry. • Attend/respond to various versions of the same story. • Attend/respond to stories from various time periods. • Attend/respond to a book with the table of contents. • Attend/respond to the alphabet.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate knowledge and skills once in one setting with support.

3RD GRADE READING ALTERNATE CONTENT STANDARDS

Indicator 1: Students can recognize and analyze words.

General Education Standards	Alternate Content Standards
3.R.1.1. (Application) Decode using word recognition skills.	3.A.R.1.1. (Application) Use symbols, letters, sounds, and word recognition skills to state corresponding words.

Indicator 2: Students can comprehend and fluently read text.

General Education Standards	Alternate Content Standards
3.R.2.1. (Application) Apply comprehension strategies to read and interpret text.	3.A.R.2.1. (Application) Apply comprehension strategies to restate presented text.
3.R.2.2. (Application) Fluently read aloud and silently to comprehend text.	3.A.R.2.2. (Application) Fluently read representations, phrases, and sentences.

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

General Education Standards	Alternate Content Standards
3.R.3.1. (Analysis) identify and describe literary elements and devices in literature.	3.A.R.3.1. (Knowledge) Identify literary elements of the main characters and setting.
3.R.3.2. (Analysis) compare and contrast different genres.	3.A.R.3.2. (Knowledge) Recognize genres.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

General Education Standards	Alternate Content Standards
3.R.4.1. (Analysis) Respond to ideas and attitudes expressed in multicultural and historical texts by making connections.	3.A.R.4.1. (Knowledge) Identify a personal connection to multicultural and/or historical text.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

General Education Standards	Alternate Content Standards
3.R.5.1. (Application) Determine and utilize organizational features of text.	3.A.R.5.1. (Application) Identify table of contents.
3.R.5.2. (Application) Choose reference materials to locate information.	3.A.R.5.2. (Knowledge) Locate reference materials.
3.R.5.3. (Application) Collect information from two reference materials.	3.A.R.5.3. (Application) Access reference materials to gain information with assistance.

South Dakota Third Grade Reading Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none"> • Decode words to build vocabulary. • Apply comprehension strategies to explain presented text. • Fluently read text. • Describe literary elements of the main characters, plot, and setting. • Compare genres of fiction and nonfiction. • Describe a personal connection to multicultural and/or historical text. • Identify and use glossary and table of contents. • Choose reference materials, with guidance, to locate information. • Locate and use information from one reference material.
Applying	<ul style="list-style-type: none"> • Use symbols, letters, sounds, and word recognition skills to state corresponding words. • Apply comprehension strategies to restate presented text. • Fluently read representations, phrases, and sentences. • Identify literary elements of the main characters and setting. • Recognize the genres of fiction and nonfiction. • Identify a personal connection to multicultural and/or historical text. • Identify table of contents. • Locate reference materials. • Access reference materials to gain information with assistance.
Developing	<ul style="list-style-type: none"> • Identify letters and sounds within a word. • Discuss presented text. • Fluently read representations and words. • Identify a character. • Match/sort genres. • Match cultural elements. • Locate/match an organizational feature of text. • Identify reference materials. • Identify information from reference material with assistance.
Introducing	<ul style="list-style-type: none"> • Demonstrate recognition of sounds. • Attend/respond to presented text. • Attend and respond to representations and stories. • Attend/respond to the presentation of a story. • Attend/respond to presented genres. • Attend/respond to stories of different cultures. • Attend/respond to presentation of organizational features of text. • Attend/respond to presentation of reference materials. • Attend or respond to information from reference material.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate knowledge and skills once in one setting with support.

4TH GRADE READING ALTERNATE CONTENT STANDARDS

Indicator 1: Students can recognize and analyze words.

General Education Standards	Alternate Content Standards
4.R.1.1. (Analysis) Analyze complex word patterns.	4.A.R.1.1. (Knowledge) Locate different components in a word pattern.
4.R.1.2. (Comprehension) Identify meanings of unfamiliar vocabulary.	4.A.R.1.2. (Comprehension) Use personal experiences to relate to text.

Indicator 2: Students can comprehend and fluently read text.

General Education Standards	Alternate Content Standards
4.R.2.1. (Synthesis) Construct meaning from text by applying comprehension strategies.	4.A.R.2.1. (Application) Determine meaning by using comprehension strategies.
4.R.2.2. (Application) Develop fluency by utilizing fluency strategies independently.	4.A.R.2.2. (Application) Process text/representations at fluent rate for comprehension.
4.R.2.3. (Application) Utilize fluency strategies to comprehend literature and other materials.	4.A.R.2.3. <i>Addressed in comprehension above</i>

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

General Education Standards	Alternate Content Standards
4.R.3.1. (Knowledge) Identify organizational and text structures within genres.	4.A.R.3.1. (Knowledge) Identify text structures within genres.
4.R.3.2. (Analysis) Identify, explain, and use text features.	4.A.R.3.2. (Knowledge) Identify text features.
4.R.3.3. (Evaluation) Determine how word choice affects meaning.	4.A.R.3.3. (Comprehension) Recognize that word choice affects meaning.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

General Education Standards	Alternate Content Standards
4.R.4.1. (Analysis) Identify and distinguish the characteristics of multicultural texts, historical texts, and time period texts.	4.A.R.4.1. (Knowledge) Identify a characteristic of multicultural texts, historical texts, and time period texts.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

General Education Standards	Alternate Content Standards
4.R.5.1. (Application) Use organizational features of text.	4.A.R.5.1. (Application) Use glossary and table of contents.
4.R.5.2. (Synthesis) Research a topic by gathering information from at least two sources.	4.A.R.5.2. (Application) Gather information from a source.

South Dakota Fourth Grade Reading Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none">• Identify word patterns.• Use comprehension strategies to gain meaning from text.• Read aloud to construct meaning from text using a guided comprehension strategy.• Fluently read aloud and silently to comprehend text.• Discuss text structures within genres.• Describe purpose of text features.• Describe how word choice affects meaning.• Compare the characteristics of multicultural texts, historical texts, and time period texts.• Use glossary, table of contents, and index page.• Gather information from different sources.
Applying	<ul style="list-style-type: none">• Locate different components in a word pattern.• Use personal experiences to relate to text.• Determine meaning by using comprehension strategies.• Process text/representations at fluent rate for comprehension.• Identify text structures within genres.• Identify text features.• Recognize that word choice affects meaning.• Identify a characteristic of multicultural texts, historical texts, and time period texts.• Use glossary and table of contents.• Gather information from a source.
Developing	<ul style="list-style-type: none">• Match symbols, letters, sounds, and word recognition skills to state corresponding words.• Choose a book based upon personal experience.• Identify details from the story.• Fluently read familiar phrases.• Match/sort or categorize text structures within genres.• Match/sort or categorize text features.• Match the word that has the same meaning as presented in text.

	<ul style="list-style-type: none"> • Match/sort one or more of the characteristics of multicultural texts, historical texts, and time period texts. • Locate glossary and table of contents. • Locate a source of information.
Introducing	<ul style="list-style-type: none"> • Identify letters and sounds. • Choose a book of interest. • Attend/respond to presented text. • Use representations to make choices about books. • Respond fluently to representations/words. • Attend/respond to text structures within genres. • Attend/respond to text features. • Attend/respond to dramatization of presentation of word choice. • Attend/respond to characteristics of one of the following presented texts: multicultural, historical, or time period. • Attend/respond to an activity including information on glossary and table of contents. • Attend/respond to an activity related to gathering information.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate knowledge and skills once in one setting with support.

5TH GRADE READING ALTERNATE CONTENT STANDARDS

Indicator 1: Students can recognize and analyze words.

General Education Standards	Alternate Content Standards
5.R.1.1. (Application) Construct meaning by using word parts and categories.	5.A.R.1.1. (Comprehension) Identify word parts to determine meaning of words.
5.R.1.2. (Analysis) Determine word meaning using prior knowledge and context clues.	5.A.R.1.2. (Application) Identify word meaning using prior knowledge or context clues.

Indicator 2: Students can comprehend and fluently read text.

General Education Standards	Alternate Content Standards
5.R.2.1. (Application) Utilize comprehension strategies while constructing meaning.	5.A.R.2.1. (Application) Identify word meaning using prior knowledge or context clues.
5.R.2.2. (Application) Apply fluency strategies to gain meaning from text.	5.A.R.2.2. (Knowledge) Identify elements of fluency to comprehend text.

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

General Education Standards	Alternate Content Standards
5.R.3.1. (Analysis) Distinguish literary genres based on characteristics, structures, and patterns.	5.A.R.3.1. (Knowledge) Recognize fiction, nonfiction and poetry.
5.R.3.2. (Evaluation) Interpret literary elements of character, setting, plot, theme, point of view, and mood.	5.A.R.3.2. (Knowledge) Locate the literary elements of character and setting.
5.R.3.3. (Application) Identify literary devices within text.	5.A.R.3.3. (Knowledge) Identify a literary device within fiction and nonfiction.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

General Education Standards	Alternate Content Standards
5.R.4.1. (Analysis) Examine and compare texts from various cultures, time periods, and geographical locations.	5.A.R.4.1. (Knowledge) Identify text from various cultures, time periods, and/ or geographical locations.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

General Education Standards	Alternate Content Standards
5.R.5.1. (Analysis) Select information from	5.A.R.5.1. (Knowledge) Select information

two or more reference sources to meet a goal.	from a reference source.
5.R.5.2 (Knowledge) Identify the author's purpose in argumentative and persuasive text.	5.A.R.5.2. (Knowledge) Identify the author's purpose in persuasive text.
5.R.5.3. (Application) Choose references to meet the needs of an assigned task	5.A.R.5.3. (Knowledge) Locate a reference source.

South Dakota Fifth Grade Reading Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none"> • Identify word parts and categories to determine meaning of words. • Identify word meaning using prior knowledge and context clues. • Give examples of a comprehension strategy to construct meaning. • Apply an element of fluency to comprehend text. • Distinguish between fiction, nonfiction and poetry • Identify literary elements of character, theme and setting. • Give an example of a literary device in fiction and nonfiction. • Discuss text from various cultures, time periods, and/ or geographical locations. • Select information from two reference sources. • Identify the author's purpose in persuasive or argumentative text. • Choose two or more reference sources.
Applying	<ul style="list-style-type: none"> • Identify word parts to determine meaning of words. • Identify word meaning using prior knowledge or context clues. • Select a comprehension strategy to construct meaning. • Identify elements of fluency to comprehend text. • Recognize fiction, nonfiction and poetry. • Locate the literary elements of character and setting. • Identify a literary device within fiction and nonfiction. • Identify text from various cultures, time periods, and/ or geographical locations. • Select information from a reference source. • Identify the author's purpose in persuasive text. • Locate a reference source.
Developing	<ul style="list-style-type: none"> • Identify word parts. • Determine word meaning using context clues. • Recognize a comprehension strategy to construct meaning. • Match an element of fluency to comprehend text. • Identify fiction and nonfiction text • Recognize the literary elements of character or setting. • Recognize a literary device in fiction and nonfiction. • Match various cultures, time periods, and/or geographical locations in text. • Identify information from a reference source. • Respond to author's purpose in persuasive text. • Identify a reference source.

Introducing	<ul style="list-style-type: none"> • Respond to word parts to determine meaning of words. • Respond to word meaning using prior knowledge or context clues • Respond to a comprehension strategy. • Respond to an element of fluency to comprehend text. • Attend to fiction and nonfiction text • Respond to literary elements of character or setting. • Attend/respond to a literary device fiction and nonfiction. • Attend/respond to various cultures in text. • Attend/respond to information from a reference source. • Attend/respond to a persuasive text. • Attend/respond to a reference source.
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Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate knowledge and skills once in one setting with support.

6TH GRADE READING ALTERNATE CONTENT STANDARDS

Indicator 1: Students can recognize and analyze words.

General Education Standards	Alternate Content Standards
6.R.1.1. (Analysis) Expand word meanings using word categories and word parts.	6.A.R.1.1. (Analysis) Classify words using word parts and their meanings.
6.R.1.2. (Application) Utilize context to comprehend words with multiple meanings.	6.A.R.1.2. (Knowledge) Recognize context used to comprehend words.

Indicator 2: Students can comprehend and fluently read text.

General Education Standards	Alternate Content Standards
6.R.2.1. (Analysis) Utilize direct and implied meaning to comprehend text.	6.A.R.2.1. (Application) Utilize direct meaning to comprehend text.
6.R.2.2. (Application) Demonstrate the elements of fluency to comprehend text	6.A.R.2.2. (Comprehension) Identify elements of fluency to comprehend text.

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

General Education Standards	Alternate Content Standards
6.R.3.1. (Comprehension) Describe text structures to determine meaning in fiction, nonfiction, and poetry.	6.A.R.3.1. (Knowledge) Recognize a text structure in fiction, nonfiction and poetry.
6.R.3.2. (Comprehension) Describe literary elements to determine meaning in fiction, nonfiction, and poetry.	6.A.R.3.2. (Knowledge) Recognize literary elements in text.
6.R.3.3. (Comprehension) Describe literary devices to determine meaning in fiction, nonfiction, and poetry.	6.A.R.3.2. (Knowledge) Recognize literary devices in fiction, non-fiction and poetry.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

General Education Standards	Alternate Content Standards
6.R.4.1. (Analysis) Compare and contrast text from different time periods, cultures, and historical events.	6.A.R.4.1. (Analysis) Compare text from various cultures, time periods, and/ or historical events.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

General Education Standards	Alternate Content Standards
6.R.5.1. (Synthesis) Compare and contrast information on one topic from multiple informational texts.	6.A.R.5.1. (Analysis) Compare information on a topic from informational texts.
6.R.5.2. (Evaluation) Evaluate the credibility of informational texts.	6.A.R.5.2. (Comprehension) Determine the credibility of informational texts.
6.R.5.3. (Application) Utilize sources to locate information.	6.A.R.5.3. (Knowledge) Locate a source to find information.

South Dakota Sixth Grade Reading Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none">• Arrange word meanings using word parts.• Determine context to comprehend words.• Distinguish between direct and implied meaning to comprehend text.• Apply an element of fluency to comprehend text.• Identify a text structure in fiction, nonfiction and poetry.• Explain a literary element in text.• Identify a literary device in fiction, nonfiction and poetry.• Compare and/or contrast text from various cultures, time periods, and/ or historical events.• Compare and contrast information on a topic from one informational text.• Explain the credibility of informational texts.• Locate two or more sources to find information.
Applying	<ul style="list-style-type: none">• Classify words using word parts and their meanings.• Recognize context used to comprehend words.• Identify meaning within text.• Identify elements of fluency to comprehend text.• Recognize a text structure in fiction, nonfiction and poetry.• Recognize literary elements in text.• Recognize literary devices in fiction, non-fiction and poetry.• Compare text from various cultures, time periods, and/ or historical events.• Compare information on a topic from informational texts.• Determine the credibility of informational texts.• Locate a source to find information.
Developing	<ul style="list-style-type: none">• Match word parts to word meaning.• Match word parts to word meaning.• Respond to meaning within the text.• Identify meaning within text.• Match a text structure in fiction and nonfiction.• Match a literary element in text.• Match a literary device in fiction and nonfiction.

	<ul style="list-style-type: none"> • Identify text from various cultures, time periods, or historical events. • Locate information on a topic from an informational text • Identify a credible source. • Identify a source to find information.
Introducing	<ul style="list-style-type: none"> • Respond to word parts and their meanings. • Respond to word parts and their meanings. • Recognize meaning found in context. • Respond to meaning within the text. • Respond to elements of fluency in text. • Respond to a text structure in fiction. • Respond to a literary element in text. • Respond to a literary device in fiction, nonfiction. • Attend/respond to text read from various cultures or historical events. • Respond to information from an informational text. • Respond to a non-credible source. • Respond to an informational text.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate knowledge and skills once in one setting with support.

7TH GRADE READING ALTERNATE CONTENT STANDARDS

Indicator 1: Students can recognize and analyze words.

General Education Standards	Alternate Content Standards
7.R.1.1. (Analysis) Analyze word parts to determine meaning and context	7.A.R.1.1. (Comprehension) Arrange word meaning using word parts.
7.R.1.2. (Analysis) Infer how word choice affects meaning	7.A.R.1.2. (Knowledge) Identify how word choice affects meaning.

Indicator 2: Students can comprehend and fluently read text.

General Education Standards	Alternate Content Standards
7.R.2.1. (Application) Interpret text using comprehension strategies.	7.A.R.2.1. (Application) Demonstrate meaning using a comprehension strategy.
7.R.2.2. (Application) Read fluently to comprehend grade-level text.	7.A.R.2.2. (Application) Apply an element of fluency to comprehend text.

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

General Education Standards	Alternate Content Standards
7.R.3.1. (Evaluation) Examine text structures for characteristics of fiction, nonfiction, drama, and poetry.	7.A.R.3.1. (Knowledge) Identify text structures for fiction, nonfiction and poetry.
7.R.3.2. (Comprehension) Identify how authors use literary elements to create meaning.	7.A.R.3.2. (Knowledge) Identify literary elements in fiction, nonfiction and poetry.
7.R.3.3. (Comprehension) Identify how authors use literary devices to create meaning.	7.A.R.3.3. (Knowledge) Identify literary devices in fiction, nonfiction and poetry.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

General Education Standards	Alternate Content Standards
7.R.4.1. (Application) Identify recurring themes in text from diverse cultures, time periods, and historical events.	7.A.R.4.1. (Application) Compare/contrast text from various cultures, time periods, and/or historical events.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts

General Education Standards	Alternate Content Standards
7.R.5.1. (Application) Determine which reference sources will provide the best information for the assigned task.	7.A.R.5.1. (Application) Choose which reference source will provide the best information.
7.R.5.2. (Analysis) Analyze and organize data from informational text.	7.A.R.5.2. (Knowledge) Locate data from informational text.
7.R.5.3. (Evaluation) Evaluate the accuracy and credibility of information about a topic contained in multiple sources.	7.A.R.5.3. (Application) Locate credible information in two or more sources.
7.R.5.4. (Analysis) Analyze the author's purpose in text.	7.A.R.5.4. (Comprehension) Recognize author's purpose in informational text.

South Dakota Seventh Grade Reading Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none">• Examine word parts to determine meaning.• Explain how word choice affects meaning.• Demonstrate meaning using comprehension strategies.• Read fluently to comprehend text ability level text.• Explain text structures in fiction, nonfiction and poetry.• Explain literary elements in fiction, non fiction and poetry.• Explain literary devices in fiction, nonfiction and poetry.• Discuss a theme in text from cultures, time periods, and/or historical events.• Select two or more reference sources which will provide the best information.• Select and classify data from informational text.• Select credible and accurate data from informational text.• Examine author's purpose in informational text.
Applying	<ul style="list-style-type: none">• Arrange word meaning using word parts.• Identify word choice affects meaning.• Demonstrate meaning using a comprehension strategy.• Apply an element of fluency to comprehend text.• Identify text structures for fiction, nonfiction and poetry.• Identify literary elements in fiction, nonfiction and poetry.• Identify literary devices in fiction, nonfiction and poetry.• Compare/contrast text from various cultures, time periods, and/ or historical events.• Choose which reference source which will provide the best information.• Locate data from informational text.• Locate credible information in two or more sources.• Recognize author's purpose in informational text.

Developing	<ul style="list-style-type: none"> • Identify word parts and their meanings. • Recognize how word choice affects meaning. • Uses a comprehension strategy. • Recognize elements of fluency. • Match a text structure in fiction and nonfiction • Recognize a literary element in fiction, nonfiction and poetry. • Recognize a literary device in fiction and nonfiction. • Match text from various cultures, time periods, and/or historical events. • Choose a reference source to locate information. • Recognize data from an informational text. • Recognize information from a source. • Match representation depicting the author's purpose in an informational text.
Introducing	<ul style="list-style-type: none"> • Respond to root words and meaning. • Attend/respond to how word choice affects meaning. • Respond to comprehension strategies. • Respond to elements of fluency in text. • Respond to a text structure in fiction and nonfiction. • Respond to a literary element in fiction, nonfiction and poetry. • Respond to a literary device in fiction and nonfiction. • Attend/respond to text from various cultures, time periods, and/or historical events. • Attend to a reference source. • Attend to data from an informational text. • Attend to information from a source. • Attend to author's purpose in an informational text.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate knowledge and skills once in one setting with support.

8TH GRADE READING ALTERNATE CONTENT STANDARDS

Indicator 1: Students can recognize and analyze words

General Education Standards	Alternate Content Standards
8.R.1.1. (Application) Apply contextual knowledge of word origins to extend vocabulary.	8.A.R.1.1. (Application) Classify words by origins.

Indicator 2: Students can comprehend and fluently read text.

General Education Standards	Alternate Content Standards
8.R.2.1. (Analysis) Analyze text using comprehension strategies.	8.A.R.2.1. (Application) Demonstrate reading strategies to comprehend text.
8.R.2.2. (Analysis) Read fluently to comprehend grade-level text.	8.A.R.2.2. (Comprehension) Read fluently to comprehend ability-level text

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

General Education Standards	Alternate Content Standards
8.R.3.1. (Analysis) Examine the author's use of literary elements in fiction, nonfiction, drama, and poetry.	8.A.R.3.1. (Comprehension) Identify the author's use of literary elements in fiction, nonfiction, drama and poetry.
8.R.3.2. (Analysis) Examine the effects of the author's use of literary devices	8.A.R.3.2. (Comprehension) Identify the effects of the author's use of literary devices.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

General Education Standards	Alternate Content Standards
8.R.4.1. (Analysis) Compare and contrast literature from different time periods and cultures dealing with similar themes and conflicts.	8.A.R.4.1. (Application) Apply meaning from literary selections about local cultures and history to create meaning.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

General Education Standards	Alternate Content Standards
8.R.5.1. (Evaluation) Evaluate information and author's purpose about a topic gathered from informational text.	8.A.R.5.1. (Comprehension) Read information about a topic gathered from two or more informational texts.
8.R.5.2. (Evaluation) Recognize expository, persuasive, and procedural text	8.A.R.5.2. (Comprehension) Recognize expository and persuasive text.

8.R.5.3. (Evaluation) Combine new information with existing knowledge to enhance understanding.	8.A.R.5.3. (Application) Use new information to enhance understanding.
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South Dakota Eighth Grade Reading Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none"> Classify words by origins to extend vocabulary. Utilize reading strategies to increase comprehension. Read fluently to comprehend text. Explain the author's use of literary elements in fiction, nonfiction, drama and poetry. Examine one effect of the author's use of literary devices. Summarize literary selections about local cultures and history to create meaning. Analyze information about a topic gathered from informational text. Explain the differences between expository and procedural text. Categorize new information to enhance understanding.
Applying	<ul style="list-style-type: none"> Classify words by origins. Demonstrate reading strategies to comprehend text. Read fluently to comprehend ability-level text. Identify the author's use of literary elements in fiction, nonfiction, drama and poetry. Identify the effects of the author's use of literary devices. Apply meaning from literary selections about local cultures and history to create meaning. Read information about a topic gathered from two or more informational texts. Recognize expository and procedural text. Use new information to enhance understanding.
Developing	<ul style="list-style-type: none"> Identify word origins. Imitate reading strategies to increase comprehension. Imitate fluency strategies to gain meaning from text. Recognize the author's use of literary elements in fiction, nonfiction, drama and poetry. Recognize the effects of the author's use of literary devices. Develop meaning from literary selections about local cultures and history to create meaning. Collect information about a topic gathered from informational text. Match examples of expository and procedural text. Identify new information to enhance understanding.
Introducing	<ul style="list-style-type: none"> Attend/respond to word origins. Attend/respond to reading strategies to increase comprehension. Attend/respond to fluency strategies to gain meaning from text.

	<ul style="list-style-type: none"> • Attend to the author’s use of literary elements in fiction, nonfiction, drama and poetry. • Attend/respond to the effects of the author’s use of literary devices. • Attend/respond to meaning from literary selections about local cultures and history to create meaning. • Attend/respond to information about a topic gathered from informational text. • Attend/respond to the differences in expository and procedural text. • Attend/respond to new information to enhance understanding.
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Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate knowledge and skills once in one setting with support.

9TH GRADE READING ALTERNATE CONTENT STANDARDS

Indicator 1: Students can recognize and analyze words

General Education Standards	Alternate Content Standards
9.R.1.1. (Application) Apply example clues to extend vocabulary	9.A.R.1.1. (Application) Use example clues to define new words.

Indicator 2: Students can comprehend and fluently read text.

General Education Standards	Alternate Content Standards
9.R.2.1. (Evaluation) Evaluate text by applying comprehension strategies.	9.A.R.2.1. (Application) Utilize reading strategies to increase comprehension.
9.R.2.2. (Evaluation) Read fluently to comprehend grade-level text	9.A.R.2.2. (Comprehension) Read fluently to comprehend ability-level text.

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

General Education Standards	Alternate Content Standards
9.R.3.1. (Analysis) Analyze an author's use of literary elements in fiction.	9.A.R.3.1. (Application) Demonstrate comprehension of the author's use of literary elements in text.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

General Education Standards	Alternate Content Standards
9.R.4.1. (Analysis) Analyze text to determine the influence of time period, culture, geography, and author's background	9.A.R.4.1. (Application) Use text to determine the influence of time period, culture, geography, and an author's background on text.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

General Education Standards	Alternate Content Standards
9.R.5.1. (Analysis) Evaluate primary and secondary sources for credibility.	9.A.R.5.1. (Analysis) Select primary and secondary sources for credibility.
9.R.5.2. (Evaluation) Interpret procedural text to complete a multiple-step task.	9.A.R.5.2. (Application) Apply procedural text to complete a multiple-step task.

South Dakota Ninth Grade Reading Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none"> • Apply example clues to define new words. • Explain text by applying comprehension strategies. • Read fluently to comprehend text. • Identify and explain literary elements. • Summarize text to determine the influence of time period, culture, geography, and an author's background. • Differentiate primary and secondary sources for credibility. • Explain procedural text to complete a multiple-step task.
Applying	<ul style="list-style-type: none"> • Use example clues to define new words. • Utilize reading strategies to increase comprehension. • Read fluently to comprehend ability-level text. • Demonstrate comprehension of the author's use of literary elements in text. • Use text to determine the influence of time period, culture, geography, and an author's background on text. • Select primary and secondary sources for credibility. • Apply procedural text to complete a multiple-step task.
Developing	<ul style="list-style-type: none"> • Match example clues to define new words. • Select reading strategies to increase comprehension. • Imitate fluency strategies to gain meaning from text. • Identify literary elements. • Identify the influence of time period, culture, geography, and an author's background. • Collect primary and secondary sources for credibility. • Identify procedural text to complete a multiple-step task.
Introducing	<ul style="list-style-type: none"> • Attend/respond to clues to define new words. • Attend/respond to reading strategies to increase comprehension. • Attend/respond to fluency strategies to gain meaning from text. • Attend/respond to literary elements. • Attend/respond to text to determine the influence of time period, culture, geography, and an author's background. • Attend/respond to primary and secondary sources for credibility. • Attend/respond to procedural text to complete a multiple-step task.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate knowledge and skills once in one setting with support.

10TH GRADE READING ALTERNATE CONTENT STANDARDS

Indicator 1: Students can recognize and analyze words.

General Education Standards	Alternate Content Standards
10.R.1.1. (Analysis) Apply contrast clues to extend vocabulary.	10.A.R.1.1. (Application) Use antonyms to define new words.

Indicator 2: Students can comprehend and fluently read text.

General Education Standards	Alternate Content Standards
10.R.2.1. (Synthesis) Formulate associations between texts and experiences.	10.A.R.2.1. (Comprehension) Recognize associations between texts and experiences.
10.R.2.2. (Synthesis) Read fluently to comprehend grade-level text.	10.A.R.2.2. (Comprehension) Read fluently to comprehend ability-level text.

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

General Education Standards	Alternate Content Standards
10.R.3.1. (Analysis) Analyze an author's style	10.A.R.3.1. (Knowledge) Identify literary genres.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

General Education Standards	Alternate Content Standards
10.R.4.1. (Analysis) Determine the author's purpose in multicultural, geographical, and historical texts	10.A.R.4.1. (Comprehension) Restate the author's purpose in multicultural, geographical, and historical texts.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

General Education Standards	Alternate Content Standards
10.R.5.1. (Comprehension) Recognize logical fallacies in sources	10.A.R.5.1. (Knowledge) Indicate logical fallacies from selected text in sources.

South Dakota Tenth Grade Reading Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none">• Apply antonyms to define new words.• Explain associations between texts and experiences.• Read fluently to comprehend text.• Identify and explain literary genres.

	<ul style="list-style-type: none"> • Determine the author's purpose in multicultural, geographical, and historical texts. • Recognize one logical fallacies in sources.
Applying	<ul style="list-style-type: none"> • Use antonyms to define new words. • Recognize associations between texts and experiences • Read fluently to comprehend ability-level text. • Identify literary genres. • Restate the author's purpose in multicultural, geographical, and historical texts. • Indicate logical fallacies from selected text in sources.
Developing	<ul style="list-style-type: none"> • Match antonyms to define new words. • Match associations between texts and experiences • Identify fluency strategies to gain meaning from text. • Match literary genres. • Identify the author's purpose in multicultural, geographical, and historical texts. • Identify logical fallacies in sources.
Introducing	<ul style="list-style-type: none"> • Identify antonyms to define new words. • Attend/respond to associations between texts and experiences. • Attend/respond to fluency strategies to gain meaning from text. • Attend/respond to literary genres. • Attend/respond to the author's purpose in multicultural, geographical, and historical texts. • Attend/respond to logical fallacies in sources.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate knowledge and skills once in one setting with support.

11TH GRADE READING ALTERNATE CONTENT STANDARDS

Indicator 1: Students can recognize and analyze words.

General Education Standards	Alternate Content Standards
11.R.1.1. (Application) Apply cause and effect clues to extend vocabulary.	11.A.R.1.1. (Application) Use cause and effect to define new word clues.

Indicator 2: Students can comprehend and fluently read text.

General Education Standards	Alternate Content Standards
11.R.2.1. (Analysis) Analyze how diction affects the interpretation of text.	11.A.R.2.1. (Comprehension) Describe how diction affects the interpretation of text.
11.R.2.2. (Application) Read fluently to comprehend grade-level text	11.A.R.2.2. (Comprehension) Read fluently to comprehend ability level text.

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses

General Education Standards	Alternate Content Standards
11.R.3.1. (Analysis) Analyze and explain literary devices within text	11.A.R.3.1. (Comprehension) Explain literary devices.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts

General Education Standards	Alternate Content Standards
11.R.4.1. (Analysis) Analyze a text within cultural, geographical, and historical context.	11.A.R.4.1. (Application) Apply characteristics of a text within cultural, geographical, and historical context.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

General Education Standards	Alternate Content Standards
11.R.5.1. (Analysis) Analyze factors that influence the credibility of informational sources.	11.A.R.5.1. (Comprehension) Identify factors that influence the credibility of information sources.

South Dakota Eleventh Grade Reading Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none">• Apply cause and effect clues to define new words.• Explain how diction affects the interpretation of text.• Read fluently to comprehend text.

	<ul style="list-style-type: none"> • Identify and explain literary devices. • Give an example of a text within cultural, geographical, and historical context. • Determine factors that influence the credibility of informational sources.
Applying	<ul style="list-style-type: none"> • Use cause and effect to define new word clues. • Describe how diction affects the interpretation of text. • Read fluently to comprehend ability level text. • Explain literary devices. • Apply characteristics of a text within cultural, geographical, and historical context. • Identify factors that influence the credibility of informational sources.
Developing	<ul style="list-style-type: none"> • Match cause and effect clues to define new words. • Indicate an example of how diction affects the interpretation of text. • Apply fluency strategies to gain meaning from text. • Identify literary devices. • Recognize a text within cultural, geographical, and historical context. • Recognize factors that influence the credibility of informational sources.
Introducing	<ul style="list-style-type: none"> • Identify cause and effect clues to define new words. • Respond to how diction affects the interpretation of text. • Attend/respond to fluency strategies to gain meaning for text. • Attend/respond to literary devices. • Attend/respond to a text within cultural, geographical, and historical context. • Attend/respond to factors that influence the credibility of informational sources.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate knowledge and skills once in one setting with support.

12TH GRADE READING ALTERNATE CONTENT STANDARDS

Indicator 1: Students can recognize and analyze words

General Education Standards	Alternate Content Standards
12.R.1.1. (Synthesis) Apply example clues to extend vocabulary.	12.A.R.1.1. (Application) Explain the meaning of unfamiliar words by using context clues.

Indicator 2: Students can comprehend and fluently read text.

General Education Standards	Alternate Content Standards
12.R.2.1. (Evaluation) Evaluate how style affects the meaning of text.	12.A.R.2.1. (Application) Give an example of how style affects the meaning of text.
12.R.2.2. (Application) Read fluently to comprehend grade-level text.	12.A.R.2.2. (Comprehension) Read fluently to comprehend ability-level text.

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

General Education Standards	Alternate Content Standards
12.R.3.1. (Evaluation) Evaluate text for the author's style.	12.A.R.3.1. (Comprehension) Recognize how writing can change meaning for the reader.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

General Education Standards	Alternate Content Standards
12.R.4.1. (Evaluation) Evaluate the depiction of human experience in literary works from diverse cultures, locations, and time periods.	12.A.R.4.1. (Comprehension) Identify the depiction of human experience in literary works from diverse cultures, locations, and time periods.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

General Education Standards	Alternate Content Standards
12.R.5.1. (Synthesis) Synthesize information from multiple sources to analyze issues to make decisions for research.	12.A.R.5.1. (Application) Organize information from multiple sources to make decisions for research.

South Dakota Twelfth Grade Reading Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none"> • Interpret the meaning of unfamiliar words by using context clues. • Explain how style affects the meaning of text. • Read fluently to comprehend text. • Examine and explain how writing style can change the meaning for the reader. • Explain the depiction of human experience in literary works from diverse cultures, locations, and time periods. • Compare and contrast information from multiple sources to analyze issues and to make decisions for research.
Applying	<ul style="list-style-type: none"> • Explain the meaning of unfamiliar words by using context clues. • Give an example of how style affects the meaning of text. • Read fluently to comprehend ability-level text. • Recognize how writing can change meaning for the reader. • Identify the depiction of human experience in literary works from diverse cultures, locations, and time periods. • Organize information from multiple sources to make decisions for research.
Developing	<ul style="list-style-type: none"> • State the meaning of unfamiliar words by using context clues. • Identify writing style. • Apply fluency strategies to gain meaning from text. • Match the writing style of literary works. • Recognize the depiction of human experience in literary works from diverse cultures, locations, and time periods. • Collect information from multiple sources to make decisions for research.
Introducing	<ul style="list-style-type: none"> • Identify the meaning of unfamiliar words by using context clues. • Attend/respond to how style affects the meaning of text. • Attend/respond to fluency strategies to gain meaning from text. • Attend/ respond to different writing styles. • Attend/respond to the depiction of human experience in literary works from diverse cultures, locations, and time periods. • Attend/respond to information from multiple sources to make decisions for research.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate knowledge and skills once in one setting with support.